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ABSTRACT

This document is a followup study of a survey on performance-based teacher certification that was conducted in 1972. The present study indicates that an increased number of states are involved in performance-based teacher certification, although the level of activity in some instances has decreased. The information presented in this report is based primarily on direct communication with the State Department of Education in each state, and is given alphabetically by state. A brief description of the activity in each state is provided, ranging from one sentence to several paragraphs. A treatment of the definition of competency-based teacher certification is presented in an appendix. (JA)

ED 095184

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PERFORMANCE-BASED TEACHER CERTIFICATION:

A SURVEY OF THE STATES

1974

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September 1974

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PREFACE

This report is a follow up study of a survey conducted in 1972. Overall it appears that the number of states involved has increased, although the level of activity in some instances has decreased. The information presented in this report is primarily based on direct communication with the State Department of Education in each of the states. The cooperation of those individuals who provided information for this survey is greatly appreciated.

The terms "competency-based" and "performance-based" are used interchangeably throughout the report, and no attempt was made to define terms in the request for state descriptions. Also, a distinction was not made between competency-based teacher education and competency-based teacher certification. A treatment of the definition of competency-based teacher certification is provided in Appendix A.

Additional copies of this report will be sent upon request.

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ALABAMA

In 1972 the Alabama State Board of Education passed a resolution requiring the State Department of Education to take initial steps toward performance-based certification. The Department is currently evaluating the concept and gathering information. A "first year teacher" pilot program is in its second year of operation. Three agencies (the Department of Education, the local education association, and an institution of higher education) provide an in-depth support system for first year teachers including visitations, needs assessment, and in-service training. This first year teacher program is based on a competency approach.

ALASKA

This state has studied the concept and has developed pilot projects in coordination with a school district, university, and the State Department. The University of Alaska, Juneau and Anchorage have pilot projects. Both were done during the 1973-74 school year. Evaluations of these programs have not been completed.

ARIZONA

Although the initial certificate is issued upon completion of traditional teacher education programs, there is considerable activity at the present time in the area of re-certification based on performance. In June, the State Board adopted a policy "to renew or issue all certificates other than the Initial Certificate, on the basis of performance criteria." Teacher effectiveness is determined by teacher performance and student behavior and growth utilizing performance objectives. Goals for performance and growth are the responsibility of the local district, including representatives of parents, teachers, school board, students, and administration. The planning, developing, and field testing is presently in progress. It is not known at the present time how long the field testing will be continued before implementation of the program on a statewide basis. There is a possibility that some of the recertification program will be incorporated into a Teacher Assessment Law passed by the Legislature this year.

ARKANSAS

Still studying performance-based teacher certification.

CALIFORNIA

During the 1971 session the California Legislature enacted Assembly Bill 293 (the Stull Bill). Key features are: each school district shall develop its own objective evaluation guidelines; guidelines are to include standards for assessing student progress; assessment of teacher competence as it relates to established standards; assessment of duties adjunct to their regular assignments; and established procedures for ascertaining that teachers are maintaining suitable control and learning environments. Probationary certificated teachers are to be evaluated annually, permanent certificated teachers will be evaluated biennially. A written evaluation must include, if necessary, areas of teacher's performance which need to be approved.

With over 1,000 school districts in California, it has been a rather monumental task getting district school boards to adopt procedures and implement the evaluation process.

A survey indicated that 22 teacher preparation institutions believe they have competency-based teacher education programs. Investigation into performance certification has begun but is not directly related to the above activities.

The California Commission for Teacher Preparation and Licensing is in the second year of a Beginning Teacher Evaluation Study financed by the National Institute of Education, which is directed at identifying those attributes of teachers which result in above-average learning by pupils in the classroom. The results of this study will probably not be available for another three years.

COLORADO

Colorado is investigating the concept and is watching the developments elsewhere hoping to profit from their successes. At this time no plans have been made in the performance area, although a seminar on performance-based certification was held in Denver in conjunction with the Regional Interstate Project. There is some interest on PBTE/C on the part of some legislators. It is likely that there will be some proposals in the Colorado general assembly in January, 1975.

CONNECTICUT

The 1972 survey indicated that public hearings on a series of recommended guidelines were being held throughout the state. Four meetings were held in 1972 at which time the response to the guidelines was extremely critical and the entire proposal has been rejected. A new bill requires each school district to annually evaluate each teacher. Such evaluation is based upon minimum performance criteria established by the State Board and additional criteria as the local board may, by negotiation, establish.

DELAWARE

For the past two years we have been undergoing a major study of all of our certification regulations which were finally approved by the State Board of Education in May of 1974. At the outset of the study, there was some, or considerable, discussion about the feasibility of our going in the direction of competency-based teacher certification. After a thorough review and talking with our faculties at our two major institutions for teacher education, it was finally decided that we would encourage the two colleges to incorporate competency programs into their undergraduate programs and we would consider this as the first step towards competency-based teacher certification. A study was made of all of the research from the various states working in this area and it was agreed by the staff of the State Department of Public Instruction as well as the State Advisory Council on Teacher Education and Professional Standards that there was not yet sufficient adequate machinery for the development of competency-based criteria for certification. We have agreed that we will accept competency tests in the areas of trade and industry and languages, but those are the only areas. Therefore, for Delaware it should be stated that consideration has been given to competency-based teacher certification and the final decision is to defer any action for at least the next few years.

DISTRICT OF COLUMBIA

The District of Columbia is moving toward competency-based teacher education/certification but has no estimated date for implementation. The Board of Education has approved a resolution calling for a system of certification/teacher education based on competencies rather than courses and credits.

Until competency-based certification/teacher education is implemented, the course-credit approach will remain in effect.

FLORIDA

Florida continues to support the movement toward competency-based certification and teacher education through encouragement of innovative programs in districts and institutions, and through support of projects for research, development and dissemination of products and practices useful in competency-based programs. The State has sponsored various projects to identify, assess and develop training materials for competencies needed by educational personnel in various roles. Example: the middle schools project has resulted in production of assessment instruments and training modules widely used in district programs by which teachers can become certified to teach Language Arts, Social Studies, and Math in middle schools.

Another project currently underway aims at strengthening validation research to determine the effect of various teaching competencies upon pupil learning. The Florida Center for Personnel Development Resources, another R&D project, provides a system for coordinating dissemination and diffusion efforts by setting up, within the state education agency, a clearinghouse for collecting, cataloging, and circulating CBE materials for review; for reproducing and distributing materials at cost; and for coordinating technical assistance to districts and institutions involved in competency-based education.

GEORGIA

In 1972 the State Superintendent of Schools announced 23 missions for the Georgia Department of Education, including to "certify educational personnel on the basis of demonstrated competency." A study has recommended "a competency-based tenure system should be established for teachers. All teachers should serve a 180 day internship with pay, under qualified supervision, before receiving certification."

The State Board approved a long range plan for competency-based teacher education and performance-based certification. State coordinated projects being implemented in the following areas of teacher competencies: principal, counselor, student teacher, supervising teacher, and vocational teacher. Effective July 1, 1974, life certification discontinued, a Career Professional Certificate is to be based on an approved Master's degree, three years of experience, and recommendation of acceptable performance (defined by statements of competencies and assessment techniques focused on demonstrated performance).

The plan recommends that preparation institutions in Georgia develop competency-based programs, and that demonstrated performance become the basis for certifying educational personnel.

The State Board of Education has authorized the staff of Georgia Department of Education to prepare a proposal, with the assistance of the Executive Committee of the Georgia Teacher Education Council, for the development of criterion-referenced tests in the major teaching areas in which Georgia teachers are certified. This would be one component of a weighted index of criteria for initial certification applied to educational personnel external to the teacher preparation process.

A weighted index could include criterion-referenced tests as an indicator for competency in teaching field, grades as indicators of competency in general education, and assessment of student teaching performance as an initial indicator of competency in pedagogy. With respect to teaching field and professional education sequence, a standard of a grade of C in all courses presented would be prerequisite to application of a weighted index.

Also recommended was development of a performance-based alternative to the National Teacher Examination for sixth-year certification which would provide an individual a choice of means by which he is evaluated for a higher level of certification and is a manageable step forward in a movement toward field centered performance-based education. Evaluation should be made by agents external to the local school system.

Performance-based student teaching is proposed by 1977, and 1978 is the projected implementation date of competency-based, non-renewable (initial) certification for teacher education graduates. The individual then must obtain performance-based, renewable certification. The former will include the external criteria which will serve as an outside audit of teacher education institutions while the latter will be based on demonstrated on-the-job performance criteria.

A proposal has been written for the development of a Vocational Education Teacher Assessment Center. The development of written and performance tests in all vocational education certificate and permit areas will provide a job-related method of determining whether the teachers can demonstrate essential competencies.

HAWAII

State Department of Education personnel have continued to meet informally with teacher training institutions regarding performance-based certification and teacher education programs. Hawaii does not foresee adoption of a program within the next year.

IDAHO

Prior to June 1974 a State Board directive stipulated that the division of teacher education and certification would develop an approval process where competency-based elementary teacher education programs could be approved. At the request of the Professional Standards Committee, however, the directive has been set aside until further study has been conducted. A report has been accepted but not as yet endorsed by the Professional Standards Committee and recommendations in the report are now being studied. Also, several institutions have CBTE type programs.

ILLINOIS

A statewide conference on teacher education was held in March of 1973. The conference focused on the development of a manual containing guidelines for the development of teacher education programs and on competency-based teacher education programs. At the conference, Dr. Michael Bakalis, Superintendent of Public Instruction, invited Illinois institutions to develop innovative and/or experimental teacher education programs.

Several institutions have begun work on the development of programs that have CBTE components. Some of these programs are now operational and have attained approved status.

In January of 1974, A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs, which was discussed in the March, 1973 conference, was officially adopted by the State Teacher Certification Board for a 12 month field test. The Manual is now being evaluated and revised. The Manual provides institutions with the freedom necessary to develop CBTE programs, but it does not mandate any specific type of teacher education program.

The Teacher Education Program Approval staff of the Office of the Superintendent of Public Instruction has been made available to institutions developing new teacher education programs.

As a result of the events stated above, individuals are completing CBTE programs at some institutions and are being certificated through the standard entitlement process.

INDIANA

Indiana is currently concluding its revision of the state requirements for school personnel. It is not the intent of the State Board of Education to mandate CBTE at the present time. Provisions have been made, however, within the new certification regulations for teacher training institutions in the state to develop competency-based programs.

IOWA

There are preliminary investigations of the area. Several institutions are investigating the implications of CBTE in program development. Several vocational teacher education programs are considering or testing aspects of CBTE. The Department has funded an experimental competency-based certification project for school counselors. This is a feasibility study. The Department has recently sponsored a state conference on CBTE which focused on the following: (1) the conceptual base for CBE (2) the evaluation issue (3) a review of program developments in Iowa (4) four operating programs which are Doane College, Creta, Nebraska; Drake University, Teacher Corps; Mount Mercy/Joint County COP; Arizona recertification project.

KANSAS

The competency concept is still under study in this state and the Department of Education is co-sponsoring a follow-up conference on CBTE. There is some activity by subject area professional groups in foreign language, counseling,

and social science to develop competencies. This activity is not under the sponsorship of the Standards Board but they are continually informed of the progress of these groups. The University of Kansas has reported a portion of its program as being competency-based.

KENTUCKY

Kentucky has a documented history of interest in teacher competencies since 1942. Lists of competencies as a guide for program development were part of State Board regulations from 1954 until 1969. Since 1969 the process of competency development continued, but the product of the process was no longer part of the published regulations of the State Board of Education for teacher certification. A regulation adopted in 1955 stated "provisions shall be made for identifying, developing, and evaluating the competencies which are considered desirable in professionally educated teachers." It has been stated, however, that while the "competency approach" to teacher preparation in Kentucky has several characteristics that are common to CBTE programs, it is not synonymous with CBTE. With a continuum of activity since 1942, the strength of an approved program teacher certification process, and present study and development of performance-based teacher education programs, Kentucky should make a major contribution to further development of performance-based teacher education.

LOUISIANA

This state recently adopted new certification standards which might lead to performance-based teacher education. A Task Force was studying competency-based teacher education curricula and in 1973 the State of Louisiana provided six institutions with planning grants to plan for competency-based teacher education. This year, all state institutions will be provided some monies, either for planning or implementation.

MAINE

This state is moving toward performance-based teacher education and certification, but presently only in a preliminary stage. Very broad process criteria for program approval are now under study, with one element focusing on an assessment of needs of teachers for specific situations in Maine conducted by colleges, schools, and local educational associations. They also are currently re-examining the decision making process for the certification standards to provide for broad involvement.

MARYLAND

CBTE was adopted as one of five major priorities by the State Board of Education. The State Department has sponsored a seminar series for State educational leaders, and there have been conferences between the

the State Department and all individual school districts. Training models are being developed at Maryland Institute of Art, Frostburg State College, Towson State College, and University of Maryland, Baltimore County. Identification of competencies is being conducted by elementary and secondary public school teachers in workshops for determining areas of consideration in CBTE programs, and identification of competencies for cooperating teachers is being done by cooperating teachers and college personnel to serve as a guide for competency in teaching.

A State team of public school, college, teacher association, lay, and State Department persons is examining a nationally recognized CBTE program for one week. The team was sponsored by the Maryland State Department of Education to "shadow" and study students in a CBTE program. The Maryland State Department of Education has funded a State college to develop a State Dissemination Center for CBTE materials in conjunction with the college's implemented CBTE program. A State Task Force will be organized by the end of 1974 to appraise the advantages and disadvantages of CBTE to define guidelines for the direction of CBTE in Maryland, and the State anticipates contractual funding to support colleges implementing CBTE programs.

MASSACHUSETTS

The Massachusetts Study of 1969, sponsored by the Massachusetts Advisory Council on Education, recommended that certification be based on demonstrated knowledge and professional performance rather than transcript record. In December 1973, the Teacher Education, Certification and Placement Bill became effective. The Bill was developed by the professional standards advisory committee which is representative of the total educational community.

The Bill calls for issuance of two year provisional and permanent certificates. The provisional certificate is based on completion of a traditional teacher education program. In order to receive advanced certification the teacher would be evaluated on the job by an evaluation committee. Each evaluation committee would consist of three persons, one of whom would be appointed by the school committee (employer), one nominated by the applicant and appointed by the Commissioner (the applicant may delegate the local professional bargaining agent to do this), and the third appointed by the other two members of the evaluating committee. The teacher would be evaluated in terms of his professional growth and performance, with the evaluation being based on criteria determined by the board.

Since passage of the new certification law, the Advisory Commission for the Division of Educational Personnel has been appointed and is actively working on the development of the performance criteria that will be required for local evaluation for permanent certification.

MICHIGAN

In October 1971 the staff of the State Department of Education submitted a position paper proposing a certification system based on competency statements. In that same month the State Board of Education adopted a motion which approved in principle actions to develop a performance or competency-based teacher certification system. In 1972, two EPDA B-2 grants were awarded to cooperative teacher education institution—public school projects developing CBTE programs.

Grants totaling $100,000 from a state appropriation were awarded for 1973-74 to four institutions to develop model CBTE programs which could be replicated by other institutions in the State. An appropriation for a second series of grants has been made for 1974-75.

Since August, 1973, the State Board of Education has approved requests for new and amended teacher education programs with the stipulation that these programs will move forward in developing competency-based approaches in the implementation of these programs. The focus at the state level is to facilitate development of CBTE programs within the approved program approach rather than implement a separate competency-based certification system.

MINNESOTA

Minnesota's position is somewhat difficult to describe inasmuch as the approach has been evolutionary rather than one mandated by an overall state plan. Our flexible approach enables us to move in the direction of CBTE to the degree that groups in various fields wish to move and are ready to do so.

Several important factors which relate to the CBTE movement in Minnesota are:

-action of the 1969 Minnesota Legislature which resulted in discontinuing the issuance of life certificates. Those already holding such certificates continue to do so, but no more have been granted.

-a continuing education regulation adopted by the Minnesota Board of Education which establishes a system where an Entrance Certificate if followed by Continuing Certificates which are renewed for five year periods and are based on the achievement of 120 renewal units. Local committees have been established

in school districts throughout the state and it is these committees which grant renewal units. The membership of the Local Committees is as follows:

1. Four fully-certificated persons to be elected by the certificated teaching faculty and non-administrative service personnel.

2. Two fully-certificated persons representing the elementary and secondary administration and elected by the certificated administrators.

3. One resident of the district designated by the local board of education.

Through continuing education activities, personnel throughout the state are made aware of competencies required by current standards. Efforts are being directed to the development of increased numbers of appropriate inservice education opportunities throughout the state as well as to the development of opportunities for experienced education personnel to demonstrate competencies gained through experience, workshops, etc. which are equivalent to requirements.

-a general retreat from "grandfathering" when new standards are developed. "Grandfathering" is viewed as the certification of persons who are not qualified. Therefore, as persons in the field are encouraged to gain additional qualifications, it becomes imperative that opportunities to demonstrate competencies gained in a variety of ways be established (as indicated above).

In Minnesota, opportunities to develop competency-based programs are available in all fields under the option for experimental programs. However, evolution toward CBTE is increasingly noted in regulations recently developed which have the following characteristics:

-the specification of areas of competence to be attained rather than a listing of required courses and credit hours

-a requirement that those recommended for certification demonstrate competencies specified (an evaluation system is implied or required).

-a requirement that teachers, administrators, students, and the public be involved with college faculties in the development of programs which lead to certification in education.

MISSISSIPPI

Much interest has been expressed within the state and some colleges are investigating, but there is no activity at the state level.

MISSOURI

Missouri is studying the possibility of CBTE as an alternative way of being certificated. We do not feel that CBTE would be mandated by the state, rather it might be an optional way of preparing teachers on the college campus. This has not been determined as yet but is pointing somewhat in this direction.

MONTANA

Historically, Montana has operated under program approval which simply means that the colleges approve and recommend students for certification. The state function is simply an administrative action certifying the student. Therefore, the state activities in mandating performance-based standards has been minimal.

Two universities are presently active in implementing performance-based teacher education. These are Northern Montana College at Havre, and Eastern Montana College at Billings. They presently are involved in having the total curriculum in education performance-based. In the case of Eastern, they have approximately twenty courses outside the school of education that are performance-based. Both of these programs, of course, recommend students for certification.

In our new accreditation standards, we are looking at the state level action on teacher evaluation. This may cause other schools to move rapidly in the direction of performance-based standards.

NEBRASKA

Several years ago the competency concept was accepted as an alternative but it is not mandatory. Statewide performance-based certification is not likely in the near future.

A "Position Statement for Nebraska Council on Teacher Education Regarding Competency-Based Programs" states that competency-based teacher education programs appear to hold much promise for the improvement of teacher preparation. Both the rationale that underlies this approach and the methods by which it can be implemented should receive serious study by all institutions in the State of Nebraska involved in the preparation of teachers. Further, such institutions are encouraged to develop competency-based programs as an alternative method of preparing teachers.

However, a single approach to curriculum design or instructional methodology is inimical to academic freedom and instructional integrity. Competency-based programs are still in their developmental phase and have yet to be demonstrated superior to conventional approaches. Neither the costs nor the implications of the adoption of such programs have been fully analyzed. Certain states that have mandated competency-based teacher education programs have been forced to delay implementation amid administrative turmoil. Therefore, it would not be in the best interests of the teacher preparation institutions of Nebraska and, ultimately, to the school children of this state, to have this approach imposed on these institutions by legislative decree or administrative fiat.

NEVADA

A new ad hoc committee was appointed by the State Board to study the area and make recommendations.

NEW HAMPSHIRE

A form of performance-based certification is available in certain instances--a statewide advisory paper on PBTE has been published--some activity in some colleges.

NEW JERSEY

In January of 1969, the New Jersey Board of Examiners held a "listening post" at which time the concept of performance-based certification was recommended. In June of 1970 sixteen Task Forces were developed, one for each main area of certification, to identify and specify the teaching performance criteria specific to their area and those common to all teachers. The Task Forces consist of teachers, college personnel, administrators, and college students, and are supported by a legislative appropriation.

This Performance Evaluation Project is in its fourth year and is in the process of refining the criteria and seeking broad feedback from the state. The Task Forces have been field testing the criteria during the past year. Trenton State College has been selected as the institution which will both evaluate the criteria and develop preservice training based on the criteria.

NEW MEXICO

Late in 1972 a three member task force from the State Department of Education was appointed to investigate the concept of competency-based certification. The State Superintendent charged the task force with

investigating the feasibility of such an approach and with making recommendations to the State Board regarding possible directions and actions. The Superintendent further committed the State Department to designing a competency-based certification plan for 1975. In 1973 the State Board re-emphasized that a commitment to any specific form of competency-based education/certification has yet to be made, and any such commitment will only be made after complete study and evaluation of experimental models.

A four phase program is planned. Phase I (1972-73) focused on study of the concept. The program has now moved into the second phase which involves ten volunteer schools and/or districts in development of model competency systems. Criteria for the models require an inservice training component designed to help educators overcome deficiencies and gain necessary competencies, and definition of competence in terms of goal accomplishment for all levels of educational tasks, including those of teachers, counselors, principals, librarians, etc.

Phase III plans call for ten more schools to develop, implement, and evaluate models for the 1974-75 school year, depending upon the direction given by the State Board in the fall of 1974. Following evaluation and analysis of the results of the 1974-75 models, and again depending on State Board direction, the task force will complete work on a plan for certification and recertification of state educators based on competency. This plan will have its roots in the results of models developed in 1973-74, and 1974-75.

NEW YORK

Based on the Regents' Statewide Plan for the Development of Post-Secondary Education a system has been developed by the Department by which all accredited programs of preparation will have to be revised by February, 1979.

The system also includes the phasing out of individual evaluations done by the State staff. This component will follow the same schedule but beginning a year later so that by February, 1980 no new applications for any certificate will be accepted by the Department, all such applicants will be referred to an approved institution for assessment and recommendation or prescription.

The Department has established new guidelines for preparatory program accreditation and has published its criteria for the first of the three stages of accreditation. In brief, a competency-based program in New York is one which:

Through the collaborative efforts of representation from higher education institutions, school districts, and professional staff of school districts provides a readily available and explicit statement by preparatory programs that identifies:

1. The knowledge, skills, and attitudes expected of graduates in general education, the subject matter fields as well as in the professional study of education based upon a conceptualization of the role for which people are being prepared.

2. The educational program that will address the skills, attitude and knowledge.

3. The evidence that will be acceptable to show that the program's expectations are being met.

4. The evaluative mechanism by which the program will be modified in light of experience.

NORTH CAROLINA

The study leading to the competency-based program began with the formation of ad hoc committees of the State Advisory Council on Teacher Education and Staff Development. In all, 600 people were involved. Initially, a committee was assigned to each certification area and was given three tasks as follows: (1) develop a statement of purpose for the area of instruction involved, (2) identify, through a research of the literature and/or on the basis of professional judgment, the competencies needed by professional personnel to serve effectively in the various teaching and/or service roles, and (3) develop preparation guidelines that optimally provide the acquisition of the competencies identified. In addition, other committees studied and developed institutional and consortium standards that will guarantee the competency-based approach in teacher education. All committees worked on their assignments for two years. On September 7, 1972, the State Advisory Council on Teacher Education presented the program to the State Board of Education.

The standards of the State Board of Education relating to institutions have been revised to accommodate and guarantee the competency-based program. Running through the revised standards is the idea that teacher preparation programs should have a competency emphasis. The state has provided a definition of competency-based programs.

In addition to the college or university focused program, the standards provide for an alternate program identified as a consortium-based program. This approach makes it possible for colleges/universities, professional associations, public school administrative units and the State education agency to form consortia to plan and implement preparation programs. Under this arrangement each of the agencies in the consortium will have an equal voice in overall planning, policy formation, assignments of responsibilities, evaluation of programs and the hearing of appeals. Through this arrangement programs could be developed that would not lock one into a credit earning mold but differences, variety and experimentation would be encouraged.

For the guidance of institutions in developing and implementing preparation programs, a State catalog of competencies as well as suggested program guidelines are provided. The competencies and guidelines are designed to be directional rather than prescriptive and thus flexibility and originality are to be a definite part of the program planning.

In general, the individual competencies in the State catalog are stated in broad, comprehensive terms. This makes it possible for curriculum designers to focus on more restricted and more specific sub-competencies as related to the overall competency. Specifically, it means that for the appropriate competencies in the State catalog a multiple set of indicators should be identified and the list of competencies and indices used as goals or objectives for curriculum development.

The program guidelines are to be used in curriculum development until the competency approach becomes operative. This means that some programs and program segments might be under the competency rubric while others would be through the guideline approach as in the past.

The competency-based emphasis was adopted by the State Board of Education on September 7, 1972. As adopted, both the institutional-based and the consortium-based programs became effective at the beginning of the 1972-73 school year with the following provisos: (1) Institutions must institute policies and procedures for moving in the competency direction as rapidly as possible; (2) The competency-focused program must be at reasonable stages of development as institutions are evaluated under the approved program process; (3) A deadline for full implementation of the program is not mandated which makes it possible to carry on continuous research to guarantee that the program takes a proper course; and (4) The program is defined as being experimental in nature until experience and research have determined its potential for improving teacher education.

NORTH DAKOTA

North Dakota has not worked out any plans for the implementation of a performance-based program of teacher education and certification at this time.

The matter is being studied and the developments in other states noted, but is is impossible to determine when there may be any definite action.

OHIO

Ohio has no legislative action relative to competency-based education or performance-based teacher education as such. Ohio is very much in process of "redesigning teacher education" to strengthen program approval. In the majority of the twenty campuses in which team evaluations have been conducted, there is evidence of the beginning of a new approach using a variety of competency-based approaches to teacher education. The University of Toledo is our best example.

OKLAHOMA

The Oklahoma State Board of Education or the State Legislature has not mandated competency-based or performance-based programs for teacher preparation or for preparation of professional school service personnel.

Several of the institutions have active committees at work and are on the way in implementing parts of programs in CBTE. One institution has several programs under way and another institution has implemented CBTE programs in the professional education component, audiovisual education, and in some areas of specialization for the preparation of elementary teachers.

We have held three conferences on CBTE in May, 1972, May 3, 1973, and one-half day, May 3, 1974. All colleges and universities, State Department of Education personnel and public school personnel were involved in the conferences. The Professional Standards Board planned the conferences.

The State Board of Education encourages institutions of higher education to experiment and develop pilot programs. There is certainly an interest in CBTE programs in Oklahoma. We are still searching for the best way to prepare teachers. Oklahoma uses the "approved program approach" in the

preparation of teachers. All that we are currently doing fits within the approved program approach; however, if an institution feels that they are ready to go all the way, they certainly have our endorsement.

Neither the State Board of Education nor the Professional Standards Board have been presented with any formal CBTE proposals or models.

OREGON

The 1973 Oregon legislature, through House Bills 2127 and 2030, transferred certification, decertification, and the approval of teacher education programs from the State Board of Education to the Teacher Standards and Practices Commission. The Commission, consisting of fourteen educators and three public members, is committed to promoting the development of model competency-based teacher education programs. Immediately prior to the transfer of authority, the State Board of Education adopted the "Process Standards for Educational Personnel Development Programs." These standards, which may be used as an alternative to the regular standards, are intended to promote the development of competency programs based in consortia of several groups and agencies. The Process Standards, which are now a part of the Commission's rules, were drafted and promoted by the Commission. No CBTE programs have yet been approved under the Process Standards, although the Oregon College of Education and some other institutions are moving all or part of their programs in that direction. Teaching Research has completed a "Baseline Study on CBTE" which gives an accurate picture of the degree of program development.

The Commission was also active in developing a "Planning Statement on Educational Personnel Development," adopted by the Board in June, 1973, which commits the Board and the Commission to encouraging the development of competency programs.

The Commission is implementing the 1972 Rules for Certification, which provide for certification on the basis of demonstrated competency. Colleges are developing means for evaluating competency and for recommending candidates for certification wholly or in part on the basis of demonstrated competency.

The State Board of Education is committed to developing competency-based education in elementary and secondary schools, and is providing assistance to teacher education programs as they prepare educational personnel to work with competency approaches.

PENNSYLVANIA

The grass roots approach to statewide implementation of CBTE continues. In June, 1973, over 350 educators, students and lay persons met for four days to sort through 4,000 generic (common to all areas and levels of teaching) competencies and reduced the number to an interim inventory of 66 generic teaching competencies (publication now available).

The PaCBTE Consultant Group of 31 teachers and teacher educators was created and trained in 1974, as a resource for CBTE development and for 28 state-funded projects. Contracts made possible by a federal Title V grant and totalling $55,680 have been awarded to colleges, school districts, and professional associations which responded to the state department's "Request for Proposals." The projects include summer and fall workshops for staff development, designing CB inservice models, and writing inventories of specialized competencies in Communication, Special Education, and Elementary Education. A CB procedure for evaluating teacher education programs was designed and successfully pilot tested on a review of all certification programs at a major Pennsylvania college in April, 1974. The PaCBTE Handbook will be published in the fall.

The Pennsylvania Competency Assessment Certification (PaCAC) program was initiated in July, 1973. This program is developing and implementing a plan to evaluate and certify Pennsylvania certificate applicants who are not graduates of Pennsylvania Department of Education approved teacher education programs. The PaCAC Advisory Committee is researching the literature and other sources for assessment information. The forthcoming report will present recommendations on alternative certification process.

RHODE ISLAND

During the 1972-73 school year a subcommittee of the State Certification Advisory Committee produced a document entitled, "Position Paper and Recommendations of the Rhode Island State Certification Advisory Subcommittee" (June 1973). During the summer of 1973 that document was studied by state department personnel and additional plans and recommendations were drawn up for review by the Commissioner of Education. In December of 1973 a draft document entitled, "Plan of Action for Development of Competency-Based, Initial, Elementary Teacher Certification," was accepted. The Plan calls for pilot programs which will develop a list of minimum competencies for initial elementary teacher certification, and which will operationalize and evaluate these competencies. In January of 1974 a separate committee was formed (the Associate Commissioner's Committee on CBTE-CBC) and given the charge of further studying and refining the plan so that pilots could be implemented. In March of 1974 a Statewide Conference was held at which time the State Department of Education plan was presented.

Evaluations obtained from the Statewide Conference suggested that much more detail was necessary before the plan could be implemented. Consequently, the Associate Commissioner's Committee is continuing to modify and refine the plan and should be ready to present the revised plan at a Statewide Conference some time in early 1975.

SOUTH CAROLINA

Performance certification has been the subject of considerable discussion and study at the State Department level, but no positive steps have been taken in the direction of implementing such a program. They have written into recommendations for a five-year plan for improvement of education a proposal that selected institutions in the state be invited to develop performance evaluation plans. Invitations have been extended for the development of proposals but none have been submitted.

SOUTH DAKOTA

A State Board of Education resolution of December 5, 1973, stated that the State Board of Education directs the Division of Elementary and Secondary Education to develop procedures, guidelines and processes for implementing an alternative type of certification of teachers to be known as "competency-based" certification; further, that the State Board of Education give preferential* teacher education program approval to programs in South Dakota colleges and universities which are:

Competency-based	(academic and professional preparation should be related to performance and performance should be related to the objectives of the professional and his clients)
Field-Based	(professional preparation should place major emphasis upon field-based laboratory experiences with early and continuous involvement in these experiences throughout the preservice program)
Collaboratively Developed by those Affected	(preparation programs should be planned and developed in a participatory manner by those affected)
Committed to the Concept that Preparation is a Career-Long Continuous Process	(preparation includes both preservice programs leading to an initial certificate, with the responsibility for providing these programs residing with the colleges and universities; and the inservice programs leading to a continuing certificate, with the responsibility for coordination and approval of these inservice activities residing with the division of Elementary and Secondary Education)

and, further, that the proposed procedures, guidelines, and processes for competency-based teacher certification be presented to the State Board of Education for consideration at the earliest possible date.

Also, a full time research director for competency-based teacher education has been hired and all colleges have been formally approved with an on-site visit regarding CBTE/C.

*Note: By the use of the word preferential, the State Board of Education wishes to indicate its preference for teacher education programs that incorporate these concepts. "Special treatment" is not to be inferred by the use of this term.

TENNESSEE

The movement in this state is strongly toward performance-based teacher education, and the State Board of Education has a committee working on a study of performance-based teacher certification which was completed in June 1974. Currently, there are a few performance-based teacher education programs in operation.

Two sets of certification regulations (secondary school counselor and school psychology), which are competency-based have been adopted.

TEXAS

The Sixty-first Texas Legislature passed Senate Bill Eight which establishes the joint responsibility between colleges/ universities, public schools, and the state for the student teaching program. In 1970 the Texas Performance Based TTT Project began, emphasizing: Performance-based teacher education, the Teacher Center (involving elementary-secondary education, higher education, education service centers, and the community), and education renewal.

The project consists of a state coordinating unit, a national coordinating unit (AACTE), and four teacher centers. In 1971 the Texas Education Renewal Center, Texas Information Services, and Dallas Teacher Training Complex were added. In 1972-73 seventeen teacher centers were operational with emphasis on performance-based teacher education and cooperative efforts in each center.

On June 10, 1972, the Texas State Board of Education approved recommendations submitted by a task force on professional personnel perparation and certification which had been appointed three years earlier. These recommendations, which initiated competency/performance-based teacher education in Texas are the following:

...we recommend that the State Board of Education:

1. Establish...intent and direction for instituting a competency/performance-based program of teacher education and certification in Texas--this new program to be based upon demonstrated competence and performance of professional activities identified with effective teaching.

2. Establish a five-year transitional period to begin September 1, 1972, for the development and implementation of the new program with the requirement that any new programs approved for an institution after September 1, 1972, be competency/performance-based.

3. Direct institutions with approved programs, in cooperation with local education agencies and with professional organizations, to begin the immediate phasing in of competency/performance-based programs with the goal of completing the conversion of these presently approved programs by September 1, 1977.

4. Instruct the State Board of Examiners for Teacher Education to encourage continued flexibility and experimentation with a variety of approaches and carefully evaluated results while phasing in the new program and the structure necessary for successful implementation.

In Opinion H-197 rendered on January 4, 1974, Attorney General John L. Hill held that neither the Texas State Commissioner of Education nor the Texas State Board of Education has the authority to require that teacher preparation programs presented for approval be performance-based.

Institutions now have the option of following either the 1955 standards or the 1972 competency-based standards. Concern has been expressed as to whether Texas Opinion No. H-197 might have the potential of being precedent for opinions in other states. A carefui study of the wording of the Texas opinion will make it clear that such concerns should not be entertained. The Texas opinion states very specifically that under present Texas law the Texas State Board of Education does not have the authority which is assumed it had.

UTAH

Using standards which have been developed by the National Association of Directors of Teacher Education and Certification, Utah is now evaluating each teacher preparation institution every five years on a competency-based

format. This format requires the institution to define at the outset in a competency mode the product it is attempting to produce, and then to identify the course work activities which will lead to the knowledge, skills, and sensitivities which it feels teachers will need. This format has been very helpful in assisting institutions to move to a competency-based program.

There has been a great deal of effort on the part of many State Board of Education specialists to develop competency-based standards. In the media area, guidelines have already been adopted by the State Board which provide an alternative route to those people who desire certification in the media area. Prerequisites to a Basic Media Endorsement are a bachelor's degree and a teaching certificate. An examination for proficiency conducted by a recommending institution (with an approved certification program) is then administered. The recommending institution is free to determine how the competency will be demonstrated or ascertained, but a candidate may request an opportunity to demonstrate a competency whenever he feels he is ready. Competencies may be demonstrated one at a time. Candidates who perform satisfactorily will be considered as having met the endorsement requirement regardless of the route taken to obtain the competency.

Other efforts are under way in driver education, foreign languages, school counselors, social workers and psychologists, physical education and recreation teachers, and other areas to develop similar guidelines which will assist institutions in the preparation of educators. There has been a great deal of work with the Utah Education Association to publicize competency-based teacher education and certification. There is a series of workshops under way at the present time which are being held on a regional basis sponsored by the State Board of Education and the UEA which present CBE concepts to teachers. This has been most valuable in bringing teachers up to date on the state of the art. There also exists in the State an organization called the Association of Teacher Educators, which has received a great deal of support in the past from the Division of Instructional Support Services, and the goals of this organization in the past year have been among other things, to advance the cause of CBTE.

There have been many conferences held in the past three years on the subject of CBTE which have been organized by the Division of Instructional Support Services, which have provided information to educators from every field regarding the movement.

VERMONT

A Local School District may develop a program for the inservice training and professional advancement of its staff and may apply to the State Department of Education for approval to recommend issuance

and renewal of all certificates at the local level. The appropriate certificate will be issued by the State Department of Education. Six local programs have been approved.

The Local District must submit evidence that the teachers, school board, and administrative personnel have participated in the planning and development of the program. The local program must include provision for job description, task analysis and performance criteria for all educational personnel. An approved program approach is in effect for college teacher preparation programs and requires programs to be competence based.

VIRGINIA

A steering committee has been appointed to study the concept.

WASHINGTON

The State of Washington has established a new set of process standards for approval of teacher preparation programs effective September 1, 1971. Under these standards, preparation programs are to be developed and implemented by a consortium of agencies. Each agency will designate its own representative(s) and clarify with that (those) representative(s) his (their) authority in acting in behalf of the agency. The agencies in a consortium shall be colleges and universities, school organizations and professional associations.

The professional association, determined by the total faculty of certified employees in a school organization in accordance with state law election procedures, shall have the responsibility of providing opportunity for input from all other specialized and subject matter associations. The school organization represents parents, local boards, and administration.

The consortium is to describe roles to be assumed by the person to be granted a specific certificate, and identify and state the rationale for the competencies required of persons who plan to perform the described roles.

Following adoption by the State Board of Education of competency-based certification guidelines and standards in 1971, consortium planning groups have been at work throughout the state. Sixty-one groups were involved in planning activities in 1973-74. The greatest progress thus far has been made with support service personnel preparation programs (e.g. counselors, psychologists, social workers, etc.), although groups are designing programs for teachers and administrators. Ten competency-based preparation programs have been approved by the State Board of Education and at least ten or more will be visited and recommended to the State Board of Education for approval during the 1974-75 school year.

Greatest success thus far has been in demonstrating the viability of a collaboration (parity) model and the feasibility of a "competency" in contrast with a "course-credit" emphasis in preparation programs. Greatest problems have been in establishing statewide management structures and securing essential funds for development and implementation of programs. The State Board of Education adopted recommendations from a year-long study conducted by an ad hoc committee at its meeting in July (1974) regarding management and funding. That report included a recommendation that a line item be placed in the Superintendent of Public Instruction's budget request to the legislature for the 1975-77 biennium for implementation of competency-based programs.

The emerging strategy seems to be one of seeking funding for pioneer programs to underwrite the acquisition of empirical data regarding effectiveness of programs. Funds are also needed to make cost comparisons with programs under former certification standards.

WEST VIRGINIA

New standards for teacher preparation which support competency-based approaches have been developed and adopted. Though institutions will be encouraged to adopt CBTE Models, this will not be mandated. Workshops on new standards and CBTE Models will be conducted during 1974-75 academic year.

WISCONSIN

Several institutions have competency-based segments of their programs. The Department of Public Instruction is studying the development of a model for competency-based teacher certification. Currently new programs submitted for approval are required to list competencies and in the periodic review of programs competencies are also requested.

WYOMING

We have had very little formal activity relating to CBTE-CBC to this point. Our Professional Standards Board has held some informal discussions relating to this. We are attempting to keep reasonably well informed relating to these developments at the national level.

The University of Wyoming College of Education, which has our only four-year teacher education program, is using the CBTE approach in some areas such as special education.

One of the tentative goals for the Licensing and Certification Services Unit in the next biennial (1975-77) is:

> Review the movement toward performance-based teacher education and competency-based teacher certification and develop a Department position.

APPENDIX A

A Description of the Term "Competency-Based Teacher Certification"

The various state approaches to competency-based teacher education/certification can be viewed as being along a continuum (figure 1) and reflect the role of a state in the process. At one end of the continuum we have a very open system with considerable flexibility, whereas at the other end we have a highly structured and centralized approach. Easily identifiable state positions have been labeled on the diagram and will be briefly described, but it is important to remember that a continuum implies varying degrees of program types between those identified. A more complete description of the models, a discussion of the issues related to these, and examples, can be found in The Role of the State in Competency-Based Teacher Education by Robert A. Roth.

Informational Model

Decision-making is decentralized with local districts conducting the evaluation of the competence of potential teachers. The function of the state is to monitor the local evaluation but not impose standards. The state office would maintain a data bank on all teaching personnel.

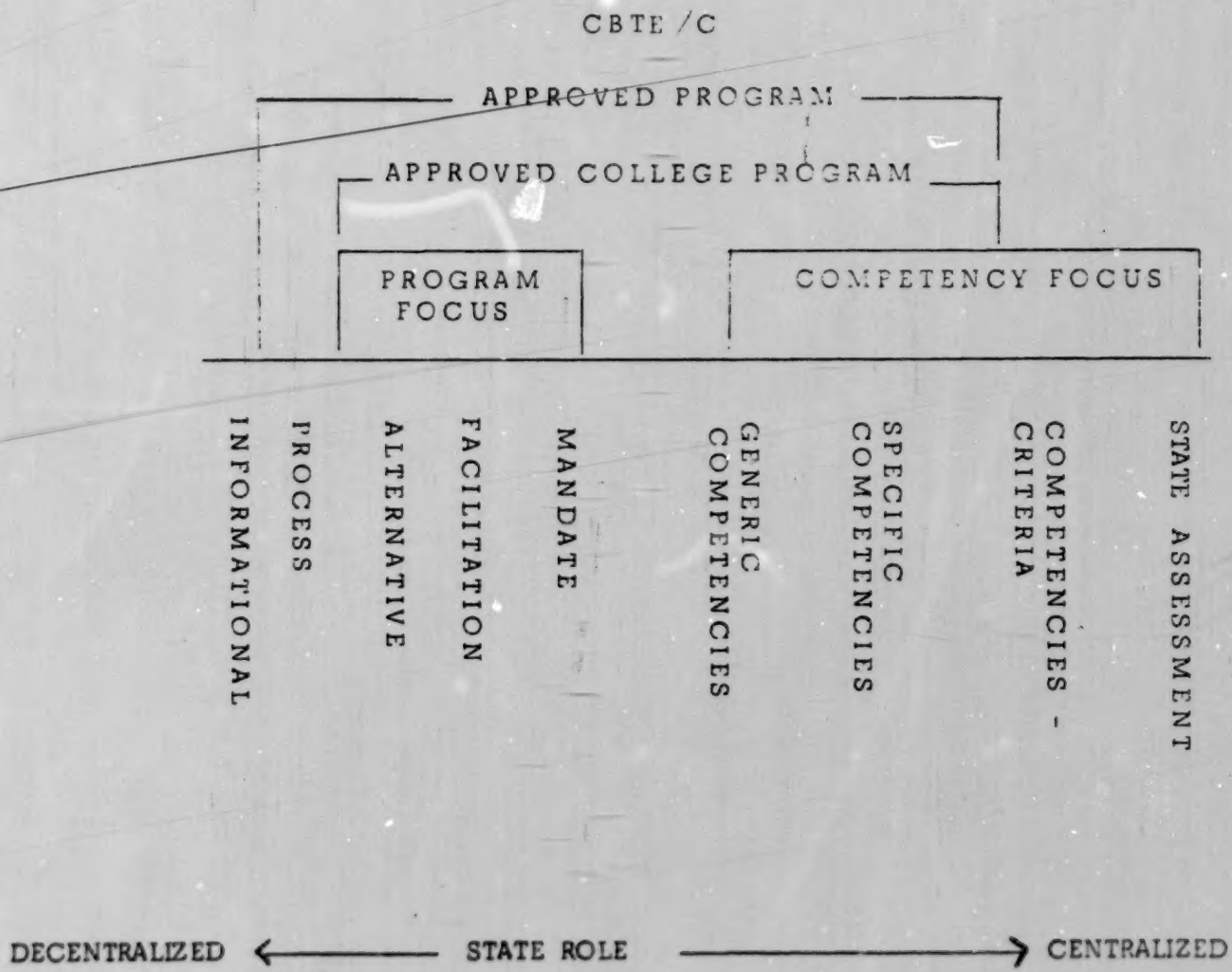
Process Model

In this system the state does not determine the content of the teacher education program. Competencies and performance criteria are not established at the state level. The primary role of the state is to define the process for development of teacher education programs, stating who is to be involved and the nature of the involvement.

Alternative Program Model

In this system the state provides that institutions may develop competency-based teacher education programs. Alternative structures are available to the teacher preparation institutions, but all programs are approved by the state. Many states are operating under this approach, some merely because existing regulations provide for experimental programs.

STATE APPROACHES



(figure 1)

Facilitation Model

As in the alternative program model, the institutions are free to select their program structure, and the college approved program approach is utilized. The essential difference is that the state actively supports competency-based programs through a number of facilitating activities. The main theme in this approach is to encourage development of programs but to maintain this on a voluntary basis due to the lack of definitive information on program effectiveness.

Mandate Model

In this case, all of the previous model's components apply, except that the teacher preparation institution must develop competency-based teacher education programs. Some of the options have now been closed, but only in terms of program structure. Implicit in this system is a deep commitment to CBTE and faith in its value.

Generic Competencies Model

A general approach to competency-based teacher education-certification is to establish required competencies at the state level. The manner in which these competencies are stated significantly affects the impact they will have on teacher education programs and the role of the state. The competencies can be stated in generic (broad) terms which then serve as guidelines for further specification by teacher preparation institutions.

Specific Competencies Model

In this system the state provides very specific competencies which are utilized by the colleges or preparation units as program objectives. Uniformity in certification with a single set of standards is the essential feature.

Competencies-Criteria Model

A model which at times is indistinguishable from the previous one is characterized not only by state adoption of specific competencies but the criterion levels for these as well. Criterion levels specify the evidence that will be accepted that a competency has been demonstrated.

State Assessment Model

In this paradigm specific competencies and criteria are established at the state level, but the assessment of an individual's competence is done by the state. There are several ways in which a state testing procedure can be implemented.

Figure one illustrates the various models described. The titles "approved program" and "approved college program" were added to the continuum by Ted Andrews, with the New York State Department of Education.

A significant question is which of these models are considered competency-based teacher education, and which are considered competency-based teacher certification. Where does one draw the line? It is suggested that the farther to the right one goes on the continuum, the more the approach is considered competency-based teacher certification. The informational, process, alternative and facilitation models probably would not be considered certification, but the state assessment model certainly is. Classification of the models between these would be a matter of preference.